YOUTH: MORE POWER TO THEM

N 46 - APRIL 1993

UNESCO SOURCES

Readers, we have reserved this page for your comments, suggestions and criticisms. Consider it yours !

INTEGRITY AND EXACTITUDE

Jean Lemaire
Belgrade (Yugoslavia)

It was with great interest that I read your articles on the city of Dubrovnik, in UNESCO *Sources* No. 43. I would, however, like to make several comments on the articles. Having spent much of my life in ex-Yugoslavia over the last 30 years, I had the possibility of visiting on many occasions this "pearl of the Adriatic" and, like you, I was particularly distressed to learn that this marvelous treasure is suffering as a result of the fratricidal war which is raging in this beautiful country.

I noted in your articles several points which merit attention:

To my knowledge, no Serbian or federal plane has ever flown over the city or dropped a single bomb. As for destruction by tanks, the federal army has never entered the city.

With regard to the photos you publish to illustrate your articles, I am, despite considerable scrutiny, unable to distinguish a single monument destroyed or even damaged. The only example is protected by a scaffolding of wooden planks. This is perfectly comprehensible when there is fear of bombing. Still, no degradation is visible. As for the traces of explosives in the Stratum, visible in your cover photo, the absence of a crater proves that the street was not shelled from a navy gun but was simply under mortar fire from infantry on the ground.

On the other hand, I found no allusion in your articles to the orthodox church nor above all to the orthodox museum which contains 16th, 17th and 18th century icons. These edifices were not destroyed by shells but blown up from the inside with plastic explosives, as the ruins of these buildings indicate. Inspite of this, they are shown on your map as having *"suffered structural damage to roof or walls"*.

I am very saddened, as are you, that this magnificent city has been damaged by the war, even if not as severely as you describe it to be, but no matter the importance of the damage. And I, like you, hope that the city will once again become the jewel it once was. But I would also appreciate your reporting on the numerous religious edifices which have been willfully, deliberately and totally destroyed, and not as a result of the combats. Let me cite, as only a few among many, the orthodox churches and museums of Zagreb and especially those of Pakras, where icons of inestimable value have simply been burned.

In conclusion, I can only hope that an international organization like yours, whose action in the field of the arts I greatly admire, will always be guided by integrity and exactitude.

A TURNING POINT FOR DEMOCRACY?

Tarek Ezzat
Cairo, Egypt

But of course Islam educates for democracy, when given a chance. As you mention in your December issue (No. 43) in the article on UNESCO's forum on Education for Democracy held in Tunis,: *"The Arab countries, in fact, are no different from countries in Europe where the teaching of Islamic thought is virtually absent from most universities"*.

This is a forbidden area in many Muslim countries mainly due to the influence of colonial powers since early 1900, and still valid today after nearly 40 years of independence.

If the Islamic movement *"is now well on its way to replacing present systems"* as you say, this might be the turning point for democracy in our countries. The West should at least be neutral as the spread of democracy in this region based on the free will of the people, will lead to peace and less turbulence caused by dictators' decisions.

"OUR" SOURCES

Elisa Maria Lopes da Costa
Teacher
Parede, Portugal

I have been receiving SOURCES For quite a while now, and the quality is excellent. Added to this you always have a certain number of articles dealing with the Portuguese-speaking world which provides added interest.

I was therefore distressed to read in your December issue (No. 43) that SOURCES will no longer be published in Portuguese. It is difficult to believe that the *"economic and financial situation in Portugal"* could have an effect on *"our"* (excuse n.y license here) SOURCES. Is there no way in which we can collect signatures, contributions, gifts and so forth from generous donors - whatever is necessary to save the publication?

I cannot imagine what everyone is going to think when they hear the bad news - and that includes my own pupils. SOURCES really is one of the very few important sources of information and culture which we receive each month.

It hurts to see things die, and it hurts even more to see things killed off! I have to say how sad I am about this, and only hope that soon we can envisage bringing back a Portuguese version - in any case I am sending my best wishes.

We are working very hard with the Portuguese National Commission for UNESCO to re-publish Textes UNESCO" as soon as possible. - ED.

READEX FICHE

EXERCISING FREEDOM

The International Federation of Newspaper Publishers (FIEJ) has awarded its 45th anniversary prize to Federico Mayor for his "outstanding contribution to advancing the cause of freedom of expression", which has enabled UNESCO to become "a real force for furthering freedom of expression in the world." It's the first time that the FIEJ, which represents more than 15,000 newspapers on the five continents, has awarded its prize outside the journalistic community.

What a turnaround! Only 10 years ago, UNESCO had become a battlefield for the partisans and opponents of a New World Information and Communication Order (NWICO). The former - largely the Third World - argued for an end to the West's domination of information, both in terms of volume and content. The latter, while not really contesting this diagnosis, denounced what they saw as an attack against press freedom. However, the real issues went far beyond this, with neither side unaware of the connection between information and power, ideology and economy.

The bitterness of the conflict plunged UNESCO into crisis. The Organization's successes in other domains were forgotten and its image badly tarnished. The United States and the United Kingdom used the situation to pull out.

At the end of the 80s, as walls and regimes fell, the international community that makes up UNESCO backed a double postulate, of which the Organization's new Director General became the most ardent defender: freedom could not be won by clipping its wings. Blocking imported information would not guarantee the birth of a free press; in the absence of the organs of free information, of infrastructure and journalists, freedom remains a mirage.

The gags are coming off, the outlets for expression and ideas are increasing everywhere. But what of the financial backing to ensure their survival? The exercise of freedom does not come cheap. It is high time that the most fervent apostles of press freedom - most often those who already enjoy it - accept to share the price of its development there where it is starting to take shape...or see it's fragile foundations crumble.

René LEFORT

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Cover photo :
© Zvonimir Kristolovic

Editorial and Distribution Services : UNESCO SOURCES, 7 place de Fontenoy, 75352 Paris 07 SP. Tel. : (1) 45 68 16 73, Fax : (1) 40.65.00.29.
This magazine is destined for use as an information source and is not an official UNESCO document. ISSN 1014-6989.

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BOOKS

WORLDS OF WORDS

In both the North and South, on the banks of the Ruhr, struggling with industrial transformation, or by the river Niger, thirsting for water, everywhere we see adults learning to read and write. This catalogue presents nearly 80 posters which have been used during literacy campaigns, and are now part of two travelling exhibitions, one in Germany, the other worldwide. Originally, the posters hung on the walls of town halls in villages, or were displayed in public places and at the workplace to motivate adults to learn to read, and to combat the fear and prejudice associated with illiteracy. Accompanying

COVER POSTER: "TO LOVE IS... TO MAKE LITERATE," MINISTRY OF EDUCATION AND CULTURE, ECUADOR.

texts report, notably, on the state of literacy in the world today where an estimated one billion adults either cannot read and write at all or have only a very slight command of these skills. One article takes the form of an imaginary dialogue with men, women and children in the posters. The result of collaboration between UNESCO's International Institute for Education in Hamburg (Germany) and the German Publishing House, Ernst Klette Verlag für Wissen und Bildung, the posters, from different cultures and written in many languages, enable readers of the catalogue to grasp how people feel when they are excluded from the worlds of words.

● ***Worlds of Words**: Literacy Posters. Multilingual Eng/Fr/Sp/German. UIE/Klett, 1992, 129 pp., 100 FF.*

INTERNATIONAL GLOSSARY OF HYDROLOGY

Published in collaboration with the World Meteorological Organization (WMO), this essential reference tool provides international equivalents of terms recognized by hydrological services, educational and research institutions, in order to facilitate information exchange and international cooperation. It contains about 1,800 terms, from "abiotic" to "zone of aeration", and their definitions in English, French, Russia and Spanish as well as alphabetical indexes of terms and synonyms in the four langages. It also includes the major classes of the Universal Decimal Classification (UDC) and its secondary headings applicable to hydrology.

● ***International Glossary of Hydrology**. Multilingual English/French/Spanish/Russian, UNESCO/WMO 1992, 413*

PERIODICALS

THE UNESCO COURIER

A Time to Love. Ushering in Spring, the April *Courier* has given carte blanche to 10 writers for a "*series of lucid, inspired improvisations*": love that scoffs at distinctions of class, race and frontiers (André Brink, Henri Lopes), that which exorcises the alienation of the exile (J.M.G. Le Clezio), ultimately becomes one with the love of life itself (Luisa Futoransky), love to which the whole being, body and soul, is committed (René Depestre), that of the philanderer (Tahar Ben Jelloun), the ambiguous myths of love (Jerome Charyn), love as a metaphor for submission (Nina Sibal), breaking free of childhood dreams (Mahmoud Hussein), and lastly, love abandoning the pretence of being everlasting, accepting that it is transient (Jorge Enrique Adoum).
This issue also includes an interview with French philosopher, professor and essayist, Luc Ferry, on varying fields of thought regarding ecology and the environment.

NATURE & RESOURCES

Different Faces of World Heritage. As of December 1992, 132 States were parties to the Convention concerning the Protection of the World Cultural and Natural Heritage, adopted by UNESCO in 1972. It is thus the

most universal international legal instrument in the field of conservation. Addressing such topics as UNESCO's role in the protection of cultural heritage, strengths and weaknesses of the World Heritage Convention, training and restoration programmes, etc. this issue (No. 3/1992) also presents a number of sites from among 378 in 86 countries on the World Heritage list. These are illustrated with photos shot as part of Patrimoine 2000, a UNESCO project, undertaken with La Caixa Foundation and the GAMMA Photo Agency.

IMPACT of Science on Society

Science and the Meeting of Two Worlds. The encounter between the two halves of the planet, set in train by the voyage of Christopher Columbus in 1492, conferred on the human species its universal dimension and gave rise to countless exchanges of peoples having different forms of thinking, culture and social organization. Among the topics addressed in this issue (No. 167) are the need for a global and unbiased approach to the history of knowledge in order to understand the evolution of ideas and scientific methods, the long process of transfer of a multitude of useful plants from the Americas to Europe and other parts of the world, and the launch of collaborative scientific projects in the framework of the 500th anniversary of the Columbus voyage. The transfer of scientific knowledge between Europe and China in the 17th and 18th centuries, and the potential importance of non-European traditional knowledge in the development of scientific concepts and thought are also dealt with in this issue.

RECORDS

AZERBAIJANI MUGAM

The traditional music of Azerbaijan is illustrated on this recording by a particular mode called *mugam* whose musical development consists in an improvisation, according to fixed rules. In its most usual form, the *mugam* is performed by a singer accompanied by an instrumental ensemble, although when, as here, the musician is a great virtuoso, it can be performed uniquely on the *tar*, an instrument of the lute family with a sound box in skin-covered wood, shaped like an 8. Unrivalled for his talent of creation and improvisation in the pure style of the traditional music of Azerbaijan, Bahram Mansurov plays seven of some 70 *mugam* known to exist. Each begins with a free improvisation followed by rhythmic variations ending with a dance.

● ***Azerbaijani Mugam**. Traditional Musics series, UNESCO/Audivis 1992, Cassette 52 FF, Compact 109 FF.*

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INTERACTIVE "EDUTAINMENT"

Imagine being able to take the Parthenon Marbles out of the British Museum and putting them back in place on the Acropolis in Athens...all at the touch of a button. Or being able to examine the treasures of the Louvre Museum in Paris in a three dimensional video-voyage

YUSEN KUSAKA
(Photo UNESCO/Michel Claudel

that also offers side trips to ancient Egypt or Renaissance Italy.

Such is the aim of a boldly ambitious multi-million dollar project launched in March by UNESCO, Japan's National Federation of UNESCO Associations and the private sector.

The idea is to produce 50 high definition, interactive and three-dimensional video laser discs presenting the wonders of our world heritage. The first discs in the series will present the treasures and history of the world's great museums, starting with the Louvre in Paris, then the British and Hermitage Museums in London and St. Petersburg. Formal agreement for the Louvre project was signed at UNESCO on March 12 and shooting began on March 15. UNESCO will supervise the work, handling negotiations for video production with the Organization's Member States, museum officials, cultural institutions and NGOs.

The project is the brainchild of Japanese microphysician Yusen Kusaka, whose company, Beta System will provide the finance and the technology, and Austrian film-maker Titus Leber, who has been named artistic and technical director. Both are driven by a passion for high-tech and a love of art.

"High technology, if used well, can solve many of the problems now facing the world" says Kusaka, a man deeply devoted to peace and *"world harmony"*, for whom this project caps more than 25 years involvement with UNESCO, beginning with his leadership of Japan's national youth council for UNESCO. In this capacity he helped raise 30 million yen (about $80,000) for the Organization's rescue of Abu Simbel in Egypt.

He sees this latest project as a natural extension of his concern for the great works of human history *"whose creation cost so many millions of lives, and which stand as monuments not only to human genius, but also to our ancestors". "It is our duty to use the technology available to us today to transmit the wonder of our heritage to people everywhere - to show all, even the poorest and most miserable, what human beings have been and are capable of. Sharing beauty is a way of sharing hope."*

In financial terms, the commitment is considerable. The Louvre video disc alone will cost an estimated $2.8 million. *"The technology is very, very new"* explains Kusaka, who created Beta System 15 years ago. *"For example this will be the first time we will be able to move a camera around an object, and record an image in high definition and three dimensions. To do this we had to build a camera with two lenses which could 'see' like human eyes. As for the equipment required to use the discs to their fullest advantage ... that does not yet exist! We are working for tomorrow."*

An expensive indulgence?

Not at all according to Titus Leber, who already has two interactive packages on the market: *"Mozart Interaktiv"* and *"Vienna: The Spirit of a City"*.

"It's true that there are very few places in the world that will have the equipment necessary to use the most sophisticated, three-dimensional version of the videodisc, at least in the near future. But we will also make an almost identical version for high definition viewing, which will become the norm within the next five years. There'll also be basic interactive video-disc that will cost between $100 and $150 and which people can use on their home computers, as well as conventional VHS-video versions." UNESCO will have the right to distribute the standard VHS version to its Member States,thus ensuring access to this remarkable record of world heritage to everyone.

TITUS LEBER
(Photo UNESCO/Michel Claudel.

"OCEANIC"

Leber, whose "days" often stretch out to 26 hours, is also working on a second project with the Louvre, and with IBM on an interactive video known as *"Eurodisc"*, which will offer 60,000 still frames, 3,000 maps, 150 video clips, a sound track and written material as well as the possibility for the users to add their own data.

"It's an amazing medium", acknowledges Leber, who obviously loves his work. *"The subject becomes so incredibly vast with an endless number of ways to treat it and angles to look at. Each day we award a member of the crew the medal for the 'oceanic feeling' because there comes a moment when you feel you are drowning in it."*

The Austrian, a doctor of art history and the history of the theatre arts, describes what he is doing as *"edutainment"*. He is convinced that interactive video is the medium for today's generations of TV zappers to learn by. *"Kids can have as much fun learning about history and the fine arts with this new way of navigating though time and space, as they do with Nintendo."*

S. W.

● *"Relations between* ***ISRAEL AND UNESCO*** *at the moment are excellent"* Federico Mayor declared upon his arrival in Israel on March 25, for his first ever official visit there. During his four day stay, Mr. Mayor signed an agreement between UNESCO and the University of Beer Sheva for the foundation of an international centre for agriculture in arid zones, met with government ministers and visited the holy city of Jerusalem. *"We are moving into an ideal period, where UNESCO can cooperate with Israel in those scientific domains in which this country has achieved a high degree of sophistication"* Mr. Mayor said. He added that he felt "sure" that his visit would lead to even stronger ties between the two.

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YOUTH: MORE POWER TO THEM

The one-fifth of world population in the roughly 15 to 24 age group will be in charge of our planet in just a few years. This month's FOCUS addresses their vitality and enthusiasm, creative imagination and generosity, their aspirations and potential, but also their day-to-day concerns and their anxieties before the uncertainty of the future in an increasingly troubled world (below). The Dossier reports on UNESCO's efforts to help adult society better understand the changing place and attitudes of today's youth (pp. 12-13), and assist Member States formulate and implement their youth policies and programmes (p. 9). Articles report on how high school students in nine Baltic Sea countries are learning about, and acting to save, their endangered environment (p. 10), how others are participating in voluntary service camps (p. 11) or sharing experience through travel grants (p. 14). Finally, SOURCES takes a look at what UNESCO is doing to encourage young people who have undertaken important grass-roots action in their communities (pp. 15-16).

"If the young only knew, and if the old only could" goes a French proverb ("Si jeunesse savait, si vieillesse pouvait"). One of my predecessors, Ehsan Naraghi, liked to describe UNESCO's mission in the youth field by turning this adage on its head: "If the old only knew, and if the young only could".

By this he pointed up UNESCO's two roles. First is to understand and make known to adult society the concerns, hopes and sometimes little-known activities of the young - about their own situation, but also with regard to the UNESCO ideals that attract them in such areas as peace, international understanding, human rights, democracy and tolerance. The second? To help train and empower young people - particularly through their clubs, associations and movements, but also in collaboration with governmental bodies - to play a fuller and more effective part in today's world locally, nationally and internationally.

Youth is not, and should not be treated as if it were isolated in a ghetto. On the whole, problems that worry the one-fifth of the world's population in roughly the 15-24 age group also preoccupy society at large. Why, then, does UNESCO bother to have a special programme - and Secretariat or unit devoted to youth?

There are several reasons. The first is that young people often feel and react to major problems with special sharpness. There tends to be a particular pang of disbelief, even pain, when they discover injustice, racism and other unacceptable situations to which many elders have became inured, or indifferent.

Among issues found particularly frustrating or irritating by young people are: inappropriate or insufficient (or simply non-existent) education; unemployment or "mis-employment"; paternalism of politics and the civil society; and culture and communications media that focus on youth as merely passive consumers.

COMBATTING INDIFFERENCE

Combating indifference, about these and other issues, be it found among decision makers, parents, researchers, media professionals or young people themselves - this is a central goal of UNESCO in its action concerning youth.

The second reason UNESCO has a youth-focussed programme and division is the very range of problems confronting young people, and of ways they have of coping.

Think back to a typical day in your own life when you were 15 or 16 years old. Like the image offered by a rotating kaleidoscope you probably changed roles in your family and community - and your own perceptions of yourself - every few minutes or so as you interacted with the world around you. By turns, as the day progressed, you may have been: a food consumer (breadfast), a worker (helping do the breakfast dishes), a commuter (walking or riding to school), a learner (at school), a teacher (helping a school-mate), a sports practitioner (after school), a potential thief (tempted by a big candy bar worth more than the coins in your pocket), an aspiring actor or musician (at a local youth club), a human rights activist (facing down bullies who had attacked a smaller child), a polluter (thoughtlessly dropping the wrapper of a small candy bar to the ground), a worried world citizen (listening to your parents comment on the radio report of a civil war continents away), a budding chemist (trying to melt lead in your mother's favourite saucepan), and so on.

This multiplicity of daily experiences, lived out at vulnerable stages in life, requires virtually all of UNESCO's programme sectors to have a care for young people. The interdisciplinary approach calls in turn for a solid anchorage - a youth programme and division - failing which the

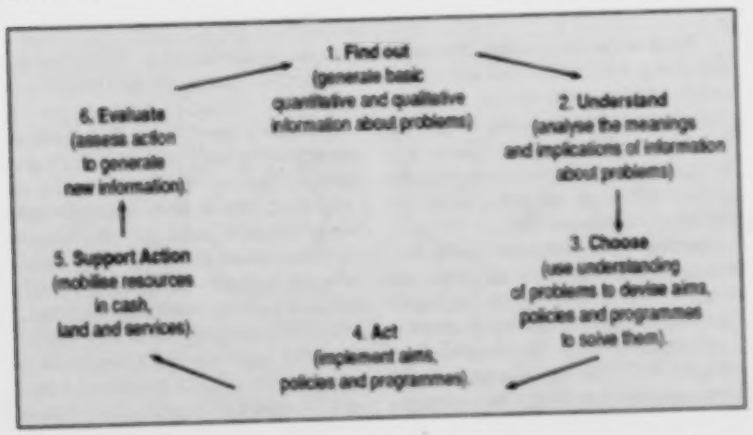
pieces of the mosaic would not build together.

Another important fact (clear in the day in your young life" just outlined) is that UNESCO views and treats young people not merely as passive recipients or beneficiaries of its programmes, but also as agents, actors and harbingers of the future.

That is why, within the limits of its resources, UNESCO supports many activities undertaken by young people themselves both to confront the problems facing them and to come to grips with the broader dilemmas of our world. Teaching literacy, restoring monuments, finding peaceful solutions to ethnic and racial strife - joining hands, in sum, not to preach but to create and live a more constructive and fuller life. In these and other areas, UNESCO serves as both framework and facilitator. How?

The articles in this issue at least begin to answer that question. As a group, a kind of mosaic, they need two general comments to put them in context.

First each activity or project described fits somewhere in a logical programme cycle which can be visualised like this:


1. Find out
(generate basic quantitative and qualitative information about problems)
2. Understand
(analyse the meanings and implications of information about problems)
3. Choose
(use understanding of problems to devise aims, policies and programmes to solve them).
4. Act
(implement aims, policies and programmes).
5. Support Action
(mobilise resources in cash, land and services).
6. Evaluate
(assess action to generate new information).

Secondly, and lest the above seem too technocratic an approach, it may be added that the spirit of UNESCO's youth and sports activities is anything but stodgy.

An appetite for the unorthodox, a good dose of humour and even the occasional pinch of irreverance help spice the inevitable but blander daily fare of administration. And consultation and co-operation with youth and student organizations, and young people themselves, bring a welcome refreshing reminder of reality to keep my colleagues and me on our toes as we work with and through young people as well as for them.

As in any genuinely interacting human group, these relationships are not always smooth. The youth programme has, on occasion, been singled out for criticism as a source of problems as much as solutions; a journalist once wrote that UNESCO's youth division was a kind of gangplank that invited and enabled "the pirates (youth protesters) to board the flag-ship".

There are days when a director may find some truth in this assertion. But there are also times when the same director wishes that young people and youth organisations would be less over-awed by the image of our Organisation.

Demagogy must be avoided, "younger" is not necessarily "better", and "Don't trust anyone over 30" is patent nonsense, as the vast majority of people under 30 would tell you. Yet there is something very special, even precious, about the insights that emerge from youth, the giddily precarious but somehow free time of life when one is no longer a total dependent while not yet burdened with full adult responsibilities.

With its worldwide coverage, intersectoral scope, critical spirit, energising function, virtual co-management with youth and student organisations, and full recognition of young people's special vulnerability and potential, I think it fair to say that UNESCO's youth programme is unique among intergovernmental organisations today.

Which is not to say it doesn't require further improvement, as our partners under 30 would be quick to tell you. And they are right!

Arthur GILLETTE
Director, Division of Youth and Sports Activities

COLLECTIVE CONSULTATION OF YOUTH NGOs

About 25 international non governmental youth organizations maintain close, continuing relations with UNESCO.

Ranging from Scouts and Girl Guides, student movements, young workers and agricultural associations, youth study, exchange and travel associations, to voluntary service organizations and religious groups, etc., they represent many millions of young men and women around the world.

Starting in 1975 a Collective Consultative of youth NGOs with UNESCO was set up to serve as a forum for dialogue and to promote partnerships between the NGOs and UNESCO and among the organizations themselves.

The last Consultation, the 18th, was attended by about 100 representatives of 60 NGOs in 30 countries, in Beijing (China) from November 10 to 16, 1992 (see SOURCES No. 43).

In addition to discussing and contributing to the youth and sport aspects of UNESCO's programme, the CC also lays plans for joint projects.

Since the theme of the Beijing Consultation was "Youth and Sport: Convergence or Parallelism", for example, the European Federation for Intercultural Learning (EFIL) proposed that several youth NGOs and UNESCO collaborate to draw up an inventory of traditional sports and games.

Another project, proposed by the Coordinating Committee for International Voluntary Service (CCIVS), focused on sport as a means for generating jobs for young people, particularly in the new leisure and tourism industries.

The next Collective Consultation will take place in Jamboville, near Paris (France) in November 1993.

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LOOKING FOR THE ANSWERS

Dessa Onesmus, Namibia's Director of Youth, is "helping young people help themselves".

Dessa Onesmus is well-qualified for youth work: *"I was young myself"*, she explains. *"I simply remember my own dreams and aspirations and build on that."*

Catching up with Namibia's Director of Youth is easy, if you can keep up with the pace at which she moves from meetings, to office and home. It was at home, watching twilight wash over the capital Windhoek, with her daughter Shambe, 4, that Onesmus found time to reflect on her work.

She joined the Ministry of Youth and Sport about a year after March 1990 when her southwestern African country became independent. *"It was brand-new then, with no staff,"* she recalls, *"so I eagerly took up the challenge"*.

Today with a staff of nearly 300, Onesmus must stay pretty close to her office, although she'd prefer to spend more time in the field. *"That's where the answers are."* Born in 1955, she grew up in a Windhoek suburb called the "Old Location". Ruled too close to the white town, however, it was bull-dozed and its inhabitants moved 5 km away to newly-built Katutura.

LEGACY OF THE PAST

Onesmus now lives in the city centre, but was back in Katutura *"looking for answers"* recently and to help convene a youth meeting. The government is upgrading the township which, with its rows of tiny houses, dusty streets and dark allies, is a legacy of Namibia's apartheid past. One project, the Katutura Youth Enterprise Centre, barely more than a R6 million (about $2 million) dream seeking donors, is already a reality in the hearts of the people.

About half the Namibian population is formed of young people under 30. Their lot has been overcrowded classes and packed homes, then unemployment, with higher education or jobs only for the few. Many still talk passionately about their 3-year-old nation, and Onesmus shares their passion.

In her own youth, politics was part of daily life since Dessa's father had worked with Sam Nujoma, now President of Namibia. As a SWAPO militant, she circulated petitions, was teargassed and chased by police dogs, somehow managing to combine activism and studies with sports.

One of 13 children, she remembers best the strong women in the family, especially grandmother Christa, now 74. *"She was the first woman in Windhoek to drive a car,"* says Onesmus, *"and to operate her own business in commercial farming, selling milk all over Windhoek and breeding Simmenthaler cows. But then black people were not allowed to own land, so she had to sell and move out of town. We've inherited her strong will and hard work."*

Onesmus wanted to be a lawyer, a dentist, or - later - an economist. But the only careers open to blacks besides labouring or housework were teaching or nursing, so she picked nursing, qualifying as a midwife at Baragwanath in South Africa's Soweto. Treated as a *"coloured"* and an outsider because of her light skin, she *"became more interested in being black, that is, stopped taking it for granted"*.

Later, on a British Council scholarship to study medical science in Ulster, being a *"black outsider"* enabled her to talk with British, Irish Catholic and Irish Protestant students. The soldiers, suspicion and searches there made the place seem quite familiar.

When Onesmus returned home in 1988 to a Health Department that concentrated on towns and hospitals, she started *"doing my own thing"* and in 1989 began work on a primary health care programme reaching out to the peasant poor.

She also initiated national health campaigns, one of which boosted Namibia's vaccination rate from 10% in 1989 to 70% in 1992. When Onesmus began her *"more challenging"* position as Director of Youth, the new Ministry asked for help from UNESCO which, she says *"has been a key partner ever since."* For a week last year, Arthur Gillette (U.S.), now Director of UNESCO's Youth and Sport Division, went to Windhoek.

"We have worked together to develop Namibia's Youth and Sport policy and maximize human and material resources" Gillette also helped run an inter-racial youth leadership course and recalls how, after lunch one day, she revived drowsy participants with a rousing game of *"Ngama Ngama"*.

In addition to continuing collaboration with UNESCO's Windhoek Office, the Ministry also gets financial assistance from the Organization to publish a magazine called *"Youth Matters"* .

Although a R1.5 million ($500,000) plan for health and training for young women, and a cultural heritage programme, is under preparation, Onesmus said the Ministry will act mainly as a *"facilitator"*, not provide services, but rather *"help young people help themselves"*.

With few formal jobs available especially for youth, programmes will centre on self-help both in seeking work and starting small businesses, and here, Onesmus would like to see institutions, like banks, become more *"youth friendly"*.

Onesmus is indulgent towards youth because of the *"many influences and new freedoms to which they must adapt"*. She also believes in discipline -mixed with love and understanding, but mainly, if she could have her wish, it would be to *"get them all to work tomorrow"*.

Tom GAWANAB-MINNEY
Windhoek

AN AUTONOMOUS SPIRIT

Students in nine Baltic countries unite to save their "common mother".

Four hundred students got the ball rolling. An entire community of about 4,000 others, ended up joining in. The event was an environmental exhibition in the Finnish coastal town of Raahe, organized by the Raahe Merikatu lower-secondary school as part of its participation in UNESCO's Baltic Sea Project. The students, aged between 13 and 18, along with their 35 teachers set up displays of historical scenes of coastal living and traditional resources, as well as exhibits on how to deal with such problems as oil spills and experiments analysing the metal content of the water.

Inspiring many citizens' organisations and clubs to participate, the students also learnt how to encourage cooperation. Their efforts to reach the general public and the press taught them how to get their message across.

The event, which took place in April last year, is a good example of the idea and aims of the Baltic Sea Project: to develop a sense of environmental responsibility among young people and encourage them to play an active role in problem solving. Launched by the Finnish National Commission for UNESCO in 1988, the BSP is a joint effort of two UNESCO networks; the Associated Schools Project (ASP) and the International Network in Science and Technology Education (INISTE).

"SAVE THE BALTIC SEA" IS THE MESSAGE ON THE SAIL OF THIS MINIATURE BOAT ABOUT TO BE LAUNCHED BY STUDENTS AT KOTKA. (Photo C. Berry from his film "The Baltic Connection").

The project has since expanded to include some 180 lower secondary and vocational schools in all of the Baltic countries (Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Poland, Russia, Sweden). Each school can work on local or regional research, but joint programmes are also important. Results are compiled on a data-base and sent to other participating schools. Information is also shared via a Catalogue of School Activities and the BSP Newsletter, and a Teacher's Guide is in the pipeline.

The heavily polluted Baltic Sea is sometimes referred to as a dying sea. The situation is not yet catastrophic, but every possible effort must be made to prevent further degradation and restore it to health.

The BSP bases its approach on solid environmental education rooted in practical experience and field work.

"It starts with a constructive, but not authoritarian, learning theory, and stresses the importance of getting and handling the information, asking questions, and participating in an autonomous spirit", says Ms Liisa Jääskeläinen, coordinator of the BSP until end of 1992. *"This goes for teachers, as well as pupils. Cultural differences and unnecessary, harmful bureaucracy have sometimes proved obstacles, but overall the project has shown that good environmental education can be organised within the school system. It needs personal involvement, devotion to life guarding values and orientation to the future."*

A European Seminar on the Baltic Sea Project, held in the harbour town of Kotka by the Gulf of Finland in September last year, was attended by delegates not only from the Baltic countries, but also from Austria, Greece, Great Britain, Kenya and Norway. The seminar examined the project's successes as well as its problems.

AMAZINGLY AWARE

The Helsinki Convention 1992 for the protection of the marine environment of the Baltic Sea was signed last April by all the Baltic countries. The BSP-school children are, however, amazingly aware of how easily the good principles of this kind of paper can be overlooked in practical life. Thus an appeal by children was addressed from the Kotka seminar to the decision makers.

"The sea is our common mother" it reads. *"We want to see our mother healthy. Now she is sick... Decision makers of all Baltic countries, you mustn't let our mother die!... We haven't inherited this planet from our parents; we have borrowed it from our children."*

It is impossible to evaluate how far-reaching the project results are. The good publicity, especially in Denmark, Sweden and Finland, has heightened awareness, and the children themselves are undoubtedly growing up as good citizens with a strong environmental consciousness.

Finland has coordinated the BSP through its early stages, and Sweden will now take over the job. Dr. Siv Sellin from Sweden's National Agency for Education has already taken over as BSP general coordinator. Dr. Sellin would like *"a more positive approach taken, with work based not only on knowledge that problems exist but can be solved"*. She would also like to *"spread the news of this project, which could be successfully implemented in other environmentally sensitive regions, such as the Mediterranean"*.

The next major event will be the Baltic Sea Conference in Helsinki this coming September, which will work around the theme "Local Government and Environment". The BSP schools are already hard at work preparing for it, determined the voices of its young participants will be heard.

Tutta RUNEBERG
Helsinki, Finland

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MAYBE YOUTH CAN HELP!

Voluntary Service Camps, promoted by UNESCO since its inception, are still going strong.

High in a mountain valley in the village of Ha Makoae in the south of Lesotho a group of 28 young volunteers from 10 countries have just completed a whole selection of work projects.

Together with the local community for three weeks last month they wheeled cement and building blocks through the fields of maize to construct a small school and a community hall. They planted hundreds of trees on the hillsides - to combat the terrible problem of erosion; and they dug a trench to bring water to the village of Sebapala.

"Besides the help they gave the villagers, these young people got a taste of what workcamps can be and how they can be applied in their own countries," said Thabo Marekimane, Director of the Lesotho Workcamp Association (LWA) which organized the *"pilot workcamp"* with financial support from UNESCO.

Lesotho is well placed to show what workcamps are capable of doing. Since its foundation in 1977, the LWA has run about 300. The schools, clinics, village water supply, roads, even churches they have built, have left their mark on the face of the small country.

"Among other skills and techniques," said Marekimane, *"the young people have learned to take stock of the needs and problems of villagers and what responses can be provided, and during a small seminar organized during their stay (March 10 to 31) discussed the workcamp movement, including practical details on how to start up and manage a voluntary organization"*..

MANY LANDS

The promotion of youth service camps *" to marshal young people from many lands in cooperative projects of physical reconstruction and provide suitable educational training."* was part of UNESCO's six-fold task set forth at the first General Conference in 1946. Accordingly, in 1948, UNESCO helped set up an international NGO - the Coordinating Committee for International Voluntary Service (CCIVS).

"The idea of voluntary service was born in the ashes of the First World War" said Nigel Watt (UK), the new Director of CCIVS, *"as a means of reconstruction which would also promote reconciliation. Volunteers came from both sides of the former conflict to work on a common task. After the Second World War, the movement was strengthened as thousands of volunteers took part in workcamps to rebuild Europe."*

"It is very much alive today," said Nigel in his office at UNESCO Headquarters where the CCIVS continues to promote the idea and coordinate the work through its 110 Member Organizations in 52 countries, and answers the many thousands (13,500 in 1992) of requests for information from would-be volunteers.

YOUNG VOLUNTEERS AT WORK IN GORÉE (Photo UNESCO)

Nigel was just back from Lesotho where he provided CCIVS' support and advice to participants, notably to volunteers from Zambia, Zimbabwe, South Africa and Namibia who voiced their intention of organizing workcamps in their respective countries.

He described initiatives in different parts of the world; environmental workcamps for planting trees, and cleaning polluted rivers, others with the handicapped, even with the mentally ill. In former Yugoslavia, for instance, an increasing number of volunteers from many countries are working with the refugees, running children's activities, teaching English, and generally providing solidarity and friendship to people traumatised by what now seems a long exile from a home they may find destroyed even if they return.

"I visited a centre in Ljubljana (Slovenia)," he said *"where a volunteer and Bosnian carpenters were repairing the building, converting vandalised rooms into a kindergarten, a coffee bar and a carpentry shop."*

Last year (April 1992), another thirty volunteers, from Spain, the U.S., France and nine African countries joined some 20 young people from Senegal to participate in restoration work on the Island of Gorée, offshore from Dakar, from which, between the 15th and 19th centuries, millions of slaves were shipped to the Americas.

For the 10-day workcamp (April 16 to 25), organized by UNESCO Clubs and the Senegalese Scout Movement, the volunteers participated in restoration on the island, now a World Heritage site, renovating the Governor's Plaza, including an old bandstand, planting trees, and building a small seawall.

The World Federation of UNESCO Clubs and the Senegalese Scouts are organizing a second workshop in Gorée next June during which the "Relais de l'Espadon" will be restored to serve as a visitor's reception centre and youth hostel.

"Voluntary work is very effective in many areas," said Nigel. *"But the purpose of the first workcamps as a method of creating understanding still has a big role. The project in Lesotho, for example, deliberately involves South Africans of various racial origins. What better way of learning what the other guy is really like than living and working with him or her for a few weeks?"*

CCIVS hopes to organize a camp to include Koreans from both North and South and, in fact, has proposed that volunteers from a selection of conflict areas come together to share experiences and ideas on how to resolve these conflicts.

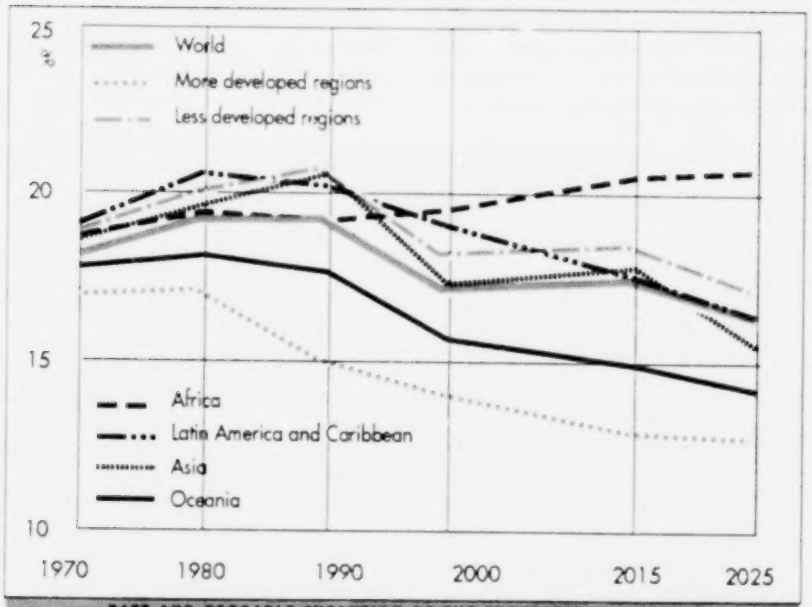
"Politicians cannot solve these problems alone," said Nigel. *"Maybe Youth can help!"*

Betty WERTHER

INEQUALITIES AND DIFFERENCES

Being 20 years old in the North is very different to being 20 years old in the South ... for both young men and young women.

MORE BUT PROPORTIONALLY LESS



PAST AND PROBABLE EVOLUTION OF THE PROPORTION OF YOUTH (AGED BETWEEN 15 AND 24) GLOBALLY AND REGIONALLY.

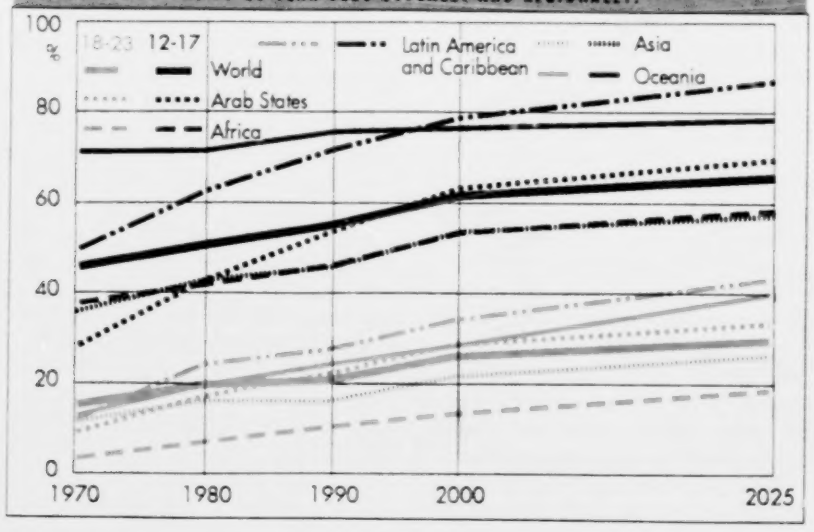
By the end of the 80s, the number of people around the world aged between 15 and 24 had topped one billion. At the same time they peaked proportionally, making up slightly more than 20 percent of total population. Over the next 30 years, the absolute numbers will probably reach 1.5 billion but with substantial regional variations in growth.

In the developed countries, the proportion of youth has been in decline since the 1970s after reaching a high of 17.5% of total population. In the developing world, overall, the curve has only just turned peaking at 20.5 percent.

Although the absolute number of youth in the industrialized countries should remain fairly stable over the next 30 years, it will be multiplied by 1.4 in the third world, and almost tripled in Africa.

INEQUALITY OF ACCESS TO SCHOOL

PAST AND PROBABLE EVOLUTION OF ENROLMENT RATES FOR 12 TO 17 YEARS OLDS AND 18 TO 23 YEAR OLDS GLOBALLY AND REGIONALLY.



Globally, it is estimated that by the year 2025, only two thirds of those aged between 12 and 17 will attend some form of educational establishment, while for those aged between 18 and 23 the ratio is only one in three.

In the developed countries, enrolment rates for the 12-17 age bracket have reached 90 percent. However, in the developing world overall, this figure is only 61 percent. In Latin America and the Caribbean, 71 percent of 12 to 17 years olds are enrolled, while only 46 percent of Asians and Sub-Saharan Africans in the same group go to school.

Enrolment rates for 18 to 23 year olds are 2.3 times higher in the North than in the South.

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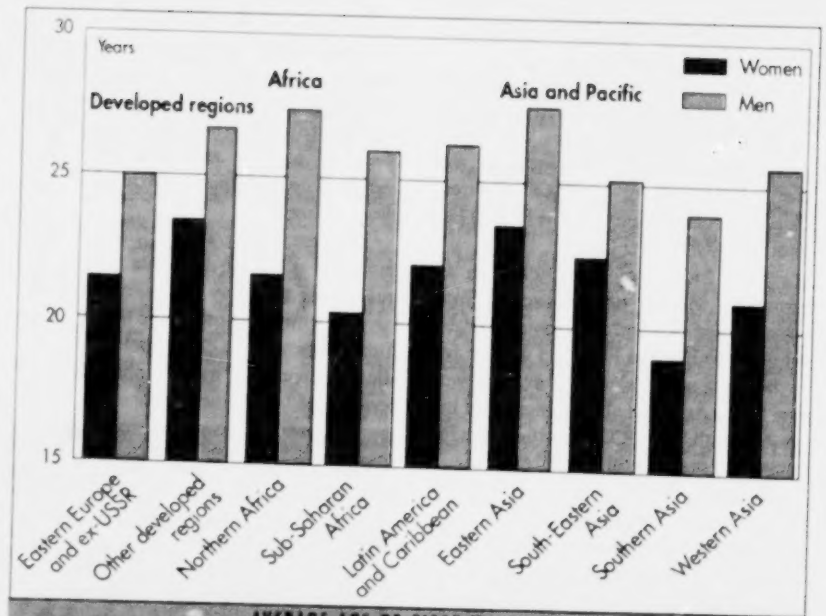
EARLY BRIDES ...

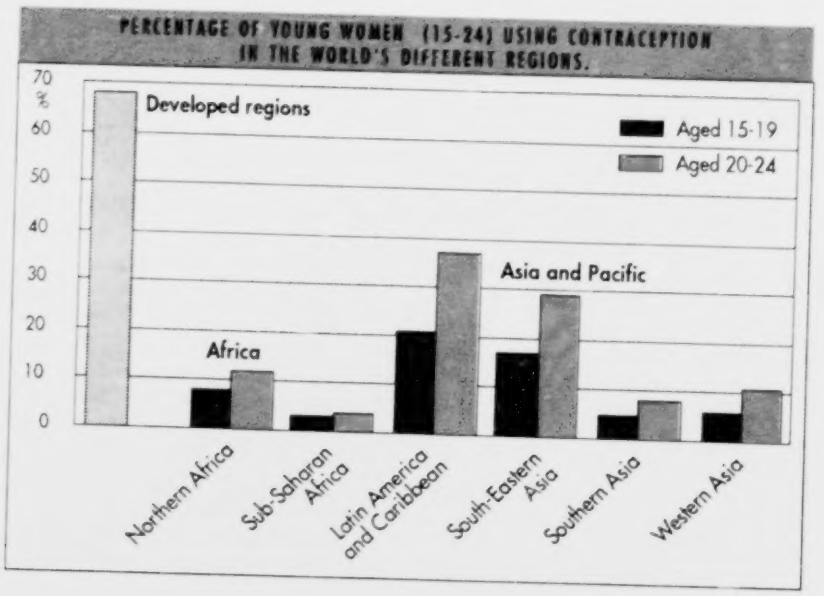
This graph shows the average age of first marriage for young men and women in different regions of the world. The figures serve only as a guide, but are nonetheless indicative of general trends. In every region, young women marry earlier than young men. In Mali and Senegal, for example, young women are generally about 10 years younger than young men at first marriage. In Ethiopia and Bangladesh the difference is seven years, while in India it is five years. Young women sometimes marry very early - at 16 for example, in Bangladesh, 17 in Ethiopia and Afghanistan and 18 in Nigeria and India. In Sub-Saharan Africa, one third of young women are married by their 19th birthday, while in southern Asia this figure jumps to almost 50 percent. In the North, people are marrying increasingly later, and "youth" can remain "youth" for at least 10 years.



AVERAGE AGE OF FIRST MARRIAGE IN THE WORLD'S DIFFERENT REGIONS (1990).

... WITHOUT CONTRACEPTIVES

Contraception, by traditional or modern means, is still only practiced by a few. This is clearly shown in this graph, which, as with the preceding chart, must be read with caution. Nonetheless, only three percent of married women between the age of 20 and 24 practice contraception - regardless of the method - in Cameroon and the Côte d'Ivoire, two percent in Pakistan and one percent in Yemen or Nepal.



Sources: United Nations and UNESCO'S Bureau of Statistics
Infography: A. Darmon

TRAVELS WITH MY GRANT

UNESCO scheme enables youth leaders to learn from each other.

Arcadius Some is a policeman from Burkina Faso, and also Vice-President of the Federation Burkinabe des Associations et Clubs UNESCO (FBACU). His desire to come to France and improve his knowledge of UNESCO and its clubs, was fulfilled as a result of the "Travel Grants for Youth Leaders" scheme.

During his stay, he visited the Regional Council of UNESCO Clubs in Toulouse, the UNESCO Club in Chelles, near Paris, and, in Paris, UNESCO Headquarters, the World Federation of UNESCO Centres, Clubs and Associations and the French Federation of UNESCO Clubs.

The four week trip resulted in an agreement with an organisation in Toulouse for medicine and other materials to be delivered to Burkina Faso and support for the building of a Welcome Centre for women there. Arcadius also strengthened his contacts with UNESCO, opening doors for future cooperation with the FBACU.

However, the trip was not only a one way exchange. The young policeman also arranged a return visit for Chelles Club members to his country and for the "twinning" of French schools with schools in Burkina Faso.

POPULAR AND EFFECTIVE

Arcadius is one of 25 grantees chosen every two years under the scheme to travel and learn from the experience of others. The programme, which goes back to 1951, is one of the Organization's oldest and most original joint ventures. Heavy financial cuts have sliced its budget from $150,000 in 1967-68 to a meagre $40,000 for the current biennium, but it remains an immensely popular and effective programme.

So, what exactly is the Travel Grant Scheme? In short, it consists of a ticket for the approved voyage, and a lump sum contribution of $500 towards pocket expenses. All other expenses are borne by the beneficiary organisation. The average cost of a travel grant during the 1992-1993 biennium is a mere $2,200, including pocket expenses.

The main aim of the scheme is to increase the part played by young people in all aspects of social, cultural, civic and economic life via international cooperation and the exchange of information on youth and their organisations among UNESCO's Member States. Applicants must be active youth leaders under 30. The scheme pays special attention to requests from women and nationals of least developed countries.

Let's take the "case" of Rafael Egusquiza whom I tracked down in Paris, where he is now a permanent member of the Secretariat of International Young Catholic Students (IYCS). Originally from Peru, he went to Africa to *"grasp how young people contribute towards solidarity, democracy and development, particularly in a religious sphere"*.

Like an immigration officer, I fired questions at Rafael about his reasons for travel, length of stay and outcome of the voyage, which was organised by the Panafrican branch of IYCS. He spoke enthusiastically about his trip, emphasizing the benefits of intercultural exchange. *"As a result of the programme, we have strengthened contacts with our African branches. One of my colleagues has already been to the Congo to further cooperation and a meeting is to be held in March to discuss and evaluate results of the programme."*

ISABELLE MARC (Third from Left), FRENCH GIRL SCOUT LEADER WITH SISTER SCOUTS IN BENIN (PHOTO UNESCO).

Another example: two youth leaders from the World Association of Girl Guides and Girl Scouts (WAGGS), Yvonne Ndayishimiye from Burundi and Alphonsine Kabagabo from Rwanda. These girls' grants took them to France, the United Kingdom and Switzerland.

In France, Alphonsine and Yvonne participated in a training course where they learnt how to organise and animate groups, methods for preserving the environment, the importance of promoting women, and advice on training other young people.

They then went to Pax Lodge in London, where they had the opportunity to visit the UK branch of their association and compare organisational skills as well as being given advice and securing finance for their own organisations in Africa. Their final destination was a WAGGS chalet in Adelboden in Switzerland, where they switched roles and became "followers" rather than leaders, helping other guides from various countries to carry out domestic tasks as well as discovering the local surroundings.

Contributing to community life and promoting the role of women, particularly through the Girl Scout movement within the Methodist Church, was the objective of Isabelle Marc of the French Federation of Girl Scouts when she won a travel grant to Benin. To do the job, she participated in a training course there and helped set up a basic network for training and the strengthening of relationships between the Benin Girl Scout movement and the French Federation.

The Travel Grants Scheme is now into its 42nd year. Its success cannot be measured in terms of dollars and cents or bricks and mortar, but rather in terms of human development - learning, understanding and sharing - which makes this unique programme perhaps more important now than ever.

Chloe GAVIN, U.K.
Student Volunteer,
Division of Youth & Sport

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YOUTH IN ACTION

Getting involved is the main idea for two young people in Grenada and the United States, who have received UNESCO's financial support for their outstanding projects.

In the Caribbean, *"a third of all pregnant women are still teenagers. In some islands, half the working population is unemployed."*

That's how 22-year-old Tyrone Buckmire sums up the need for the family planning association he has helped run on the island of Grenada since January 1990. In Grenada, 479 teenagers fell pregnant in 1991 - a fifth of all recorded pregnancies.

Another source of worry for Tyrone is AIDS. *"Fifty-three Grenadians - aged between 15 and 40 - have been infected by the AIDS virus, of whom 30 have developed AIDS. Another 26 have already died."* And then: *"Two-thirds of those treated for drug and alcohol abuse are aged between 16 and 32,"* he notes.

To combat these troubling trends, Caribbean family planning associations in 1988 began setting up "Under Twenty clubs." The first one was in Grenada in August that year. Today, thanks largely to Tyrone, there are six of them around the island. Sixteen more have opened in eight other islands.

Organised sport, debates, quiz competitions and cultural activities go along with advice to young people. *"We want to make them better citizens of the world, to foster in them a greater respect for the elderly, the less fortunate, the global environment, for traditions,"* explains Tyrone.

The success of the clubs won them an invitation to Paris in 1991 to take part in UNESCO's "Youth in Action" conference. A UNESCO grant of $10,000 in October 1992 enabled the clubs to co-sponsor with the ministry of health Grenada's first National Students' AIDS Rally in December that year, attended by 200 teenagers. They also financed an incentive programme to encourage sport in secondary schools, involving 2,000 students.

In addition, the clubs distributed 1,000 booklets on self esteem and bought radio and video equipment to produce weekly radio and TV programmes aimed at young people. Future projects include skills training and remedial education programmes, co-sponsorship of an environmental awareness programme and distribution of 3,000 booklets on sexuality, values clarification, development and careers guidance.

Tyrone, who writes short stories, plays and poetry in his spare time, says he wants to help young people *"in these days when they are faced with so many difficult choices and negative influences."*

YOUTH ON BOARD

The *"negative influences"* that prompted 24-year-old Karen Young's project in the U.S., come mostly from adult misgivings about young people's capabilities. *"President Clinton's 'Summer of Service' plan to attack youth unemployment is a prime example of why we have mounted this project"*, says an indignant Karen. *"It's our future he's talking about, but his plan. We've had no say at all.*

"This situation arises so often, with NGOs or other organizations saying 'let's do something for youth', but without taking us really into consideration. So we get to go to social functions and the odd conference, where we get to stuff envelopes for the participants who're deciding what's best for us, but rarely do we get a chance to take the floor. When we do, our lack of experience prevents us from making the most of the moment."

Karen is project director for "Youth on Board", which aims to change this imbalance. The project, set up by the Campus Outreach Opportunity League (COOL) at the University of Minnesota in the United States, aims to get young people onto the boards of trustees, advisors, governors or directors of non-profit organizations serving the needs and interests of youth. An informal poll of non profit organizations shows most that an outstanding majority of board directors are over the age of 40, and that the idea of having a younger person on the board had never been considered. Is youth thento be considered an affair too serious for the young?

"The benefits of including young people on boards is manifold" Karen explains. *"It's an effective way of using the skill, talent, commitment and energy of young people in the community, it provides a unique and insightful perspective on the social needs facing our communities and their youth, it enhances the leadership capacity of youth and empowers and develops young people as problem solvers; and it teaches youth such useful skills as inquiry, negotiation, group decision making and accountability - skills that are crucial to active participation in society."*

Since receiving the first part of the UNESCO payment, Karen organized an

KAREN YOUNG (LEFT) AND TYRONE BUCKMIRE ARE CONGRATULATED BY FEDERICO MAYOR DURING THEIR VISIT TO UNESCO IN 1992 (PHOTO UNESCO/Michel Ravaux)

extensive survey of board members, staff and young people, on their attitudes to youth in positions of responsibility. A number of organizations who have young board members were also interviewed for their appraisal of the situation.

TOKEN PARTICIPANTS

"Often, youth are allowed to plan activities or recruit volunteers for a particular programme but they aren't allowed to determine how to spend funds or prioritize what they think are the most important needs of youth. The result is that young people lose faith in the value of the programme and/or become distrustful of their competence in utilizing their skills to create change at any level.

"Our conclusion was that there was no real role for youth serving on boards - those who have gained such position feel they are token participants with no authority, while those who say they want young people to be involved don't really know how to go about it, or what to expect from their younger members."

The project organized a meeting of some 30 representatives of organizations that have successfully placed and supported youth on boards as well as representatives from others that intend doing so, to analyze the survey results and come up with a follow-up plan of action. They underlined the need for training for young people serving on boards and awareness campaigns for organizations on how best to incorporate younger members into positions of responsibility.

"We are also planning the publication and mass distribution of three case studies of young people who have successfully fulfilled their roles as board members, to serve as examples of just what can be achieved" Karen told Sources. *"Along with this, we could develop tailored technical assistance workshops for non profit organizations, publish technical assistance manuals on issues such as how to work with the legal problem of under-age board members, and provide mini-grants to help organizations make the changes needed to support youth."*

The programme is ambitious, but Karen, who is also the youngest board member of the White House Commission on National and Community Service, set up by former President George Bush is confident of success. The Youth on Board project is already turning heads throughout the U.S., she says proudly.

"UNESCO's involvement has substantially helped our credibility. Subsequently, we have been able to attract financial support from other organizations, we've been given office space and telephones and our postage costs are being taken care of" says the dynamic young Chinese American described as a *"model"* for her community. *"But this is just to get us up and running. After that it's up to us."*

Nicolas MICHAUX
and Sue WILLIAMS

Tyrone Buckmire and Karen Young were among 15 youth leaders aged between 17 and 27, who were invited to Paris in 1991 by UNESCO's "Youth in Action" project.

They had been selected from among 120 candidates for their remarkable work with and for young people; work which ranged from literacy teaching in Rwanda, to providing support for the poor in Paris, helping the handicapped in Afghanistan and developing radio programmes for Aboriginal youth in Australia.

During the Paris encounter, each of the 15 were promised $10,000 from UNESCO for a project they wanted to put into action.

TO FIND OUT MORE ...

INTERNATIONAL DIRECTORY OF YOUTH BODIES. Lists 391 national institutions, 64 international NGOs and 13 intergovernmental bodies in 123 countries. This and other information materials available free of charge from the Youth and Sports Activities Division, UNESCO, 1 rue Miollis, 75015 Paris, France.

FACING THE FUTURE: Young People and Unemployment Around the World. Prepared under the supervision of French sociologist Alain Touraine, who has also written a long introduction ("A World that Has Lost Its Future"), this book stresses specific characteristics of each country, with analyses and recommendations to stimulate reflection on this grave problem. UNESCO, 1991, 250 pp. On sale for 65 FF.

COORDINATING COMMITTEE FOR INTERNATIONAL VOLUNTARY SERVICE (CCIVS) - CCIVS NEWS, a descriptive leaflet and other information materials providing all the necessary details on different types of service and on how to become a volunteer, available from CCIVS, UNESCO, 1, rue Miollis, 75015 Paris, France.

ASSOCIATED SCHOOLS PROJECT. - Many publications including "Partners in Promoting Education for International Understanding" (a practical manual for participation in the UNESCO ASP), a List of participating institutions, a 25' Video ("Preparing the Future") and other information materials available from ASP, Section for Humanistic, Cultural and International Education, UNESCO, Paris.

THE BALTIC SEA PROJECT. BSP Newsletter and further information available from Ms. Siv Sellin, BSP Coordinator, National Agency for Education, Stockholm, Sweden.

"THE BALTIC CONNECTION". A 17' film by Christopher Barry on topics of concern to Baltic youth and what they are doing to protect their threatened environment. Available through UNESCO ASP above.

UNESCO CLUBS. - a UNESCO Clubs Manual, an International Directory of UNESCO Clubs, and other information materials available from the Division of National Commissions and UNESCO Clubs or the World Federation of UNESCO Clubs and Associations (WFUCA), UNESCO, Paris.

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THE MEDIA CHALLENGE OF EDUCATION FOR ALL is the theme of EFA 2000, a quarterly news bulletin published by UNESCO to promote basic Education for All. This issue (No. 10) reports on several follow-up initiatives to the Jomtien Declaration

(1990) which states that *"libraries, television, radio and other media can be mobilized to realize their potential towards meeting basic learning needs of all"*. Interactive Radio Instruction (IRI), which is already benefitting over 600,000 primary school children in Africa, Asia and Latin America, is, for example, proving doubly effective, both in boosting learning achievement and reaching a vast number of schools at low cost.

▼

The first edition of the ***WORLD HERITAGE NEWSLETTER*** came off the presses in March. The 16-page illustrated newsletter presents the events, activities and concerns of the heritage sites around the globe. The newsletter will be published three times a year in English and French and is distributed freely to all those who work in the domain of world heritage or have an interest in the subject.

☛ *The World Heritage Centre*

UNESCO SOURCES

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FLYING SOLO

Funding is about to run out for Kenya's 20-year-old rural press project. What of the future?

"It should be known that Family Planning is one of the methods to prevent Maternal Mortality and Infant Mortality. Similarly, mothers who bear many children closely following each other endanger their lives."

Or: *"Don't steal sacks of plaster. Two larrikins who stole a sack of plaster from their employer, believing that it was flour, made themselves a cake ... that proved a little difficult to digest."*

These are typical of the range of stories published in a series of Kenyan newspapers destined for those who live in communities far from the capital with its daily press, its radio and television stations.

The overwhelming majority of Africans, in fact, live in the countryside, and have little access to the reading material that would reinforce the literacy efforts undertaken by governments and organizations like UNESCO. To bridge the gap, the Organization has given its wholehearted support, over the past two decades, to the development of rural newspapers in Africa. Some of these publications have since become vitally important "voices" in their countries.

In Kenya, for example, 18 million of the 24 million inhabitants live in the countryside. Eleven bi-monthly newspapers, published by the government, have built up a faithful readership and a circulation of 110,000 that, according to Richard Ndirangu, deputy principal of the Kenya Institute of Mass Communications, reaches about 50 percent of the rural population.

INFORMATION AND MORALS

These 16-page, illustrated newspapers are sold for the equivalent of three cents each. The front page is generally devoted to regional news. *"Don't leave your cattle free to wander"* was the lead title in a recent edition of Ngao (The Shield), that went on to relate various unfortunate incidents related to this custom.

In certain cases, the news combines both straight information and solid dose of morality: *"He wanted to kill himself"* read the lead article in the December issue of Jicho (The Eye) from the Nianza Province, which told of a husband who attempted suicide after refusing to follow tradition and accept the counsel of the elders, who had recommended he resolve a conflict with his wife.

Other articles discuss teenage pregnancy and the threat this poses to the education of the young women involved, or regional development projects and the latest success story of the local healer. Features on topics such as agricultural credit schemes, combatting AIDS, or the services offered by Family Planning agencies contribute regularly to village debates.

WORD OF MOUTH

The articles are short and written in Kiswahili, the language spoken throughout eastern black Africa. In fact, most rural dwellers speak vernacular languages and the newspapers are read only by students and educated adults. This is not really an obstacle. A study conducted by Joseph Mbindyo, former journalism school director from the University of Nairobi, shows that 78 percent of readers discuss the articles with their friends and families, thus ensuring transmission of newspaper content by word of mouth. Mbindyo believes new concepts and ideas could also be transmitted in this way. Missionaries also use the newspapers in the classroom to help children practice their reading skills and overcome the lack of other educational material.

The first successful rural newspaper to hit the villages was Kisomo in the Central Province in 1975. It's popularity convinced the then Federal Republic of Germany to donate more than two million dollars to fund a UNESCO project to further develop the country's rural press.

The path has not been easy though. Persistant illiteracy, competition from national newspapers, difficulties in gathering information and distributing the newspapers, as well as problems with printing have all tested the project. Important technical and organizational problems had to be overcome right from the start, while a lack of spare parts or money to buy them meant that any machine breakdowns put vital equipment out of action for long periods. The initially irregular appearance of the newspapers kept advertisers at a distance...and therein lies one of the biggest obstacles for the future.

FROM LEFT TO RIGHT: MAARIFA (KNOWLEDGE), NGAO (THE SHIELD), JICHO (THE EYE) AND HABARI (THE NEWS) (Photo UNESCO/Michel Claude).

The late Roland Schreyer, a former Communications Advisor at the UNESCO's Regional Office for Science and Technology in Nairobi, right from the project's earliest days, warned against turning Kenya's rural press into a bottomless pit of donor capital: *"ways of generating revenue from commercial activities such as advertisements, production of business cards, letter heads, file covers and invitation cards would be vital for the survival of the project"* he urged.

POOR EQUIPMENT, LOW SALARIES

However, for the present project coordinator, Laban Kabiru, the rural press is still a long way from being self-sustaining. He believes the newspapers will fold if a new injection of donor funds is not found to purchase *"better and more durable equipment"* that could *"get the project to take-off stage"* and ensure the newspapers' autonomy.

Extremely low salaries keep the employees constantly on the lookout for better opportunites. A chief editor, who earns $250 monthly on a rural newspaper could easily increase his revenue to $600 in the private sector. Thus staff turnover is high. There is only one technician left, for example, who is capable of maintaining and repairing the printing presses in an area covering 582,000 square kilometres.

Several suggestions have been made to salvage the situation. Among them, the decentralization of operations so that funds generated by the papers do not end up in the national Treasury in Nairobi, as is the case today, leaving the publications starved of cash.

The idea of privatising the rural press has been rejected because of fears that content would be changed and precendence given to commercial considerations. Jim Akenga, who coordinates the rural newspapers for the government stresses that even if a few of the publications have been able to generate advertising revenue, it is not enough to cover operational costs and privatisation is therefore not a viable option.

Alonzo Aznar, UNESCO's regional communications advisor believes an error was made at the start of the project, when it was assumed that each rural newspaper would be self sufficient and an effort was made to provide each with its own press. Some of the cheaper, less durable presses have fallen apart.

Aznar has begun a rationalization exercise, in which desk top publishing units and enduring existing presses will be regrouped to each serve several newspapers, as well as providing commercial printing services to earn extra revenue.

Will it be enough to enable Kenya's rural press to fly solo?

Abel NDUMBU
Nairobi

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"THE FAMILY SEEN THROUGH CHILDREN'S EYES" is the theme of an international art competition launched by the International Museum of Children's Art in Norway and UNESCO.
Open to children between two and 18 years, the competition is one of the activities organized for the International Year of the Family which will be celebrated in 1994.
Children are invited to draw, sculpt, write poems or short stories about their families: the things that help them live together, the difficulties, their dreams for the future or events that have had an impact on them.

The International Museum of Children's Art, Oslo, Norway

The list of subjects is endless!
Group and individual works should be sent before October 15, 1993, to:

☛ *the International Museum of Children's Art, Lilles Froens vei 4, N 0369 Oslo, Norway.*

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THE LIVING AND WORKING CONDITIONS OF CRAFTSMEN were the subject of a meeting organized by UNESCO and the International Labour Organization at Headquarters on February 25 and 26.
The participants, including representatives from professional craft organizations, prepared a plan of action covering such areas as training, presentation and promotion of products, financial incentives and social security.
The plan is destined for those Member States seeking to draw up a special statute for their craftsmen.

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This year's **INTERNATIONAL WOMEN'S DAY** (March 8) was celebrated at UNESCO Headquarters with the sale of 1,000 roses to fund construction of two irrigation dams in

the village of Su Ngoi in the north of Vietnam. The venture raised 6,000 FF for the Co-Action project which will enable villagers to irrigate their rice-paddies and ensure their food supply.

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A "SCHOOL OF HOPE" for 400 students will open in one of China's poorest regions, Fengning county, next August, thanks partly to $30,000 collected by UNESCO's Beijing office for the China Youth Development Foundation.
The school is one of 53 established in China by the Foundation's Project Hope, to help drop-outs resume their studies.

●

"OCEAN STUDY: TECHNOLOGY FOR THE NINETIES" was the theme of an exhibition at UNESCO held in conjunction with the 17th session of the Assembly of the Intergovernmental Oceanographic Commission from February 25 to March 11.
Space technology was particularly highlighted with displays on the joint CNES-NASA TOPEX-POSEIDON satellite being used in a joint Franco-American study of climate change, and the European Space Agency's remote-sensing ERS-1 satellite which has contributed invaluable material to the Global Ocean Observation System (GOOS).

GETTING DOWN TO BUSINESS

Jacques Delors whips his team into top gear at the first meeting of UNESCO's Education Commission.

Establishing a *"commission of wise men"*, nowadays such a frequent approach when it comes to examining some of the great challenges of our time, can be fraught with danger. The eminent intellectuals called upon are often quite happy to over-indulge in generalities. And there is a real risk that their discussions will abort somewhere between polemic, misunderstanding and a spurious unanimity around some high-sounding principles of little real value.

Tackling a problem as vast as *"education in the twenty-first century"* thus seemed something of an impossible task, especially as the Director-General of UNESCO, Federico Mayor, had in this particular case approached a wide range of well known figures from all the world's major cultures. Even Mr. Jacques Delors, the 67-year-old President of the European Commission who also heads the Education Commission, agreed that its aims were *"over-ambitious"*.

And yet, at the end of the first three-day meeting (from 2 to 4 March), the 15 members of the Commission were pleased with the quality of the work done, and announced a heavy follow-up programme for which much of the ground had already been prepared. The magic of the encounter had clearly worked some alchemy on this group of very different people.

All stressed the role played by Jacques Delors in arriving at this first joint stance, despite the different views expressed on some of the major topics of discussion.

Right from the start Delors raised a fundamental issue: *"Can education claim to have a universal mission?"* It was a question that could have challenged the very purpose of the Commission: *"Can it deliver a message valu for all the inhabitants of the earth, for all educators throughout the world, in a language free from any trace of cultural bias and yet embodying the world's wisdom?"*

For Federico Mayor, *"values such as non-violence, freedom and equality should be the fundamental building-blocks of education in every country."* In his view, the challenge is *"to create humanism for the twenty-first century."*

For Karan Singh, former Indian Minister of Education, *"We are moving towards a world society and we need a world education...Audio-visual technology may give us some help here"*, he added, stressing the need to escape from the Western mould. For Jacques Delors, *"the Commission's members are a guarantee of that"*. The members from Asia, for example, felt that their continent could make a vital contribution to the spiritual side of education; the Chinese leader Zhou Nanzhao thought that education should include what he called the *"aspiration to harmony"*.

Bronislaw Geremek, a protagonist of the democratic revolution in Poland, spoke at length on this subject, expressing his doubts: *"Is it possible to consider a nation's education in world terms?"* To him

it seemed a paradox, perhaps impossible to resolve, to contemplate a message on education for all humanity when *"a nation's education is rooted in the traditions of a particular community, in the constitution of a national outlook"*, both of which were *"fundamental values"* extremely difficult to tamper with. But, as he told Sources at the end of the meeting, beyond the differences of opinion, the Commission was unanimous in upholding a *"common reference to the human being"*, which would serve as a kind of moral principle for its future work. *"The human being with all his or her different facets"*, said Jacques Delors, as *"body and spirit, citizen, individual and member of a community."* But that did not prevent differences from emerging: he himself noted that the word *"community"*, though often heard, did not always express the same meaning.

Anxious to get away from a Eurocentric attitude, he stressed the need for the Commission to meet in each of the five continents. Dakar next September and Santiago in early 1994 would be the first steps. On each occasion it must *"Listen to what the local people have to say"*. The Commission intends to set up a wide-ranging debate, meeting not only with specialists and international organizations such as the World Bank but also with representatives of the business community, trade unions and voluntary organizations. It will submit its report by the beginning of 1995.

A SUPER-TEACHER

Like a super teacher, Jacques Delors first distributed homework to each of the participants and then gave a rigorous summing-up of their preliminary discussions, which, he said, made no claim to be exhaustive. He spoke of the general context of a world full of uncertainty and of huge changes in the economic and scientific fields which were creating major problems for education.

In listing *"the obstacles, challenges and dangers"* he pinpointed the problems of population, environment, underdevelopment, social exclusion in rich countries, wars, rejection of other people and unemployment. *"Twelve per cent of the world's poulation accounted for 60 per cent of its gross domestic product"* while, at the other extreme, *"20 per cent of its population produced only one per cent of its GDP"* Delors underlined. The expansion of the population in the poorest continents made the education of women a particularly urgent problem. The general rise in unemployment was also posing enormous problems that challenged the basic assumptions of education. Here he put forward *"an idea that might be too daring"*: *"Is full employment a feasible objective?"* *"In that case,"* said Geremek *"it is the very organization of our lives that is being called in question"*.

PURPOSE

The purpose of education was defined under eight headings: to contribute to the all-round development of the individual in a pluralist society; to form social beings capable of communicating, and of shouldering the responsibilities of citizenship; to combat inequality of opportunity; to respond to the wide-ranging needs of the economy and the labour market, and to the progress of society; to provide opportunities for education throughout life; to assimilate technical progress and scientific innovation; to support intellectual co-operation among all human beings, and to learn to know oneself. Jacques Delors stressed *"the absolute necessity of bringing education into line with the economy"*, referring particularly to the countries of Eastern Europe and the tendency of universities in the richest countries to churn out jobless graduates.

On a number of these issues, and especially on the need for lifelong education, the Commission acknowledged the fundamental contribution of the 1972 report of a similar body set up by UNESCO and chaired by Edgar Faure, father of the great reform of higher education in France following the upheaval of May 1968.

Another major theme for this panel of advisers to think about: why are most reforms of a country's education doomed to fail? *"In any society, education must make it possible to cope with the unexpected"*, concluded Jacques Delors.

Perhaps that is just where the major challenge facing the Commission lies: to work out a framework that is sufficiently clear and explicit at a time when big upheavals are coming thick and fast and the outlines of a global village are as yet barely visible.

Nicolas MICHAUX

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UNESCO Director-General, Federico Mayor, in a statement issued on February 17, called *"Any incitement to violence"* of the kind directed at **SALMAN RUSHDIE** *"intolerable"*. Four years after the British writer was condemned to death by the Iranian regime, Mr. Mayor deplored that such a threat *"should be directed at Mr. Rushdie, particularly when it is made in the name of a religion founded on the principles of fellowship and understanding and when it derives from a country with such an illustrious culture."* *"In the name of the intellectual community that UNESCO represents."*

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The **"BALTIC CONNECTION,"** a 17-Minute video film directed by Christopher Barry, reports on what young people in nine neighbouring countries are doing to protect their threatened environment through The Baltic Sea Project (BSP). Launched by the UNESCO Associated School Project (ASP) in 1989, the BSP helps students in 180 participating ASP schools become better acquainted with environmental problems, notably through practical activities ranging from measuring pollution of the sea water to studying traditions of the Baltic peoples (see p. 10)

☛ *Section for Humanistic, Cultural and International Education*

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A World Plan of Action on the **EDUCATION FOR HUMAN RIGHTS AND DEMOCRACY**, will be presented to the UN World Conference on Human Rights in Vienna (Austria) in June. The plan, which outlines seven major strategies to be implemented by UNESCO, was stitched together by 500 experts from 70 countries at an International Congress on the subject organized by UNESCO and the UN Centre for Human Rights in Montreal (Canada) from March 8-11.

▼

SET SETAL (to clean and to be clean in Wolof) is the name of a spontaneous movement by the youth in Dakar (Senegal), determined to take up responsibility for their surroundings. Initially only a cleaning-up operation, it quickly became a way for these young people to express themselves and their hopes.

Murals began appearing on hundreds of square metres of walls protesting not only such evils as pollution, drugs, AIDS, begging and prostitution, but also promoting their vision of a new society. These

"speaking walls" can be seen in a 20-minute film produced by UNESCO and which recently won a prize at the International Festival of Geography in Saint-Dié (France).

☛ *Section for Preventive Education Against Drug Abuse*

AND AFTER THE WAR ?

Intellectuals from ex-Yugoslavia meet to "write the future" of their war-ravaged nations.

In an atmosphere thick with tension, suspicion and doubt, 16 intellectuals, artists and religious authorities from the states of ex-Yugoslavia met at UNESCO on February 23. The objective: to discuss the future of their nations and peoples once the guns had been silenced.

REFUGEE CHILDREN AT SCHOOL IN CROATIA. TEACHING TOLERANCE AND UNDERSTANDING IS ESSENTIAL FOR PEACE (Photo UNICEF/ Zlatko Kolle).

The ambitious encounter had been organized on the initiative of UNESCO Director-General Federico Mayor. And yet how to talk, let alone plan a future when *"the reality of the present is war"* insisted Nevne Simac, the co-ordinator of the European Union of the Croatian Community. *"The walls that have been erected in our countries will be difficult to knock down because they have been cemented with blood"* said film director Rade Serbedzija, born in Croatia but of Serbian origin.

Despite the obstacles and, at times, thinly veiled antagonism, the participants were unanimous in their desire for peace. After all, pointed out businessman Boris Vukobrat, founder of the Peace and Crisis Management Foundation, *"we are not obliged to like each other, but we are obliged to live together"*.

However, added Nicola Petrovitch-Njegosh, Prince of Montenegro and president of the association for the defence of the victims of ethnic cleansing, any peace agreement must also be a just agreement. *"Peace without justice would only be breathing space between conflicts,"* he said.

Several hours of discussion finally resulted in a joint appeal for peace and a condamnation of ethnic violence. The document calls on *"all ... co-citizens, regardless of their cultural identity, to do their utmost to find the courage and lucidity to live peacefully in the post conflict period with full respect for the rights of all human beings and to foster the democratic process in all their countries"*. It also stresses that *"diversity is our wealth, and action of any kind against it contravenes an essential ethical principle that we strongly defend. Those who were forced to leave must be able to come back whenever they wish."*

While this may appear to be wishful thinking at the moment, the appeal is nonetheless a highly symbolic and heartfelt gesture by people who wield a degree of influence within their communities. It is also a statement that will be backed up by a series of concrete measures in which UNESCO will play a key role. The Organization will help the publication of Sarajevo's daily newspaper Oslobodjenje, and the diffusion of neutral and rigourously accurate information (see SOURCES no.45, p.5). It will also assist with the restoration of cultural monuments and will work on restructuring education systems, developing curricula that teach attitudes of tolerance and understanding.

At the end of the day's discussions, the atmosphere had clearly changed. The ice had been broken and a sense of achievement was felt by all. Although no date has been set for a follow-up encounter, these *"frères-ennemis"* discovered common ground and there is every chance that their dialogue will continue...

S.W.

ARCHAEOLOGY VIA THE STARS

Archaeologists seek to uncover the treasures of the Silk Roads with satellites.

Take the vast Taklamakan Desert in north-west China. Now try to pinpoint the locations of ancient cities buried along the ancient trade routes that crossed this formidable wasteland. It would be easier to find a needle in a haystack.

Enter satellite technology and the ability not only to study wide areas of the Earth's surface but also, thanks to new remote sensing by radar, to look several metres beneath it.

The potential offered by this technology was explored at a meeting of archaeologists and remote sensing experts from China, Japan, France, Britain and the United States, at UNESCO on February 11-12 under the auspices of the Silk Roads project. The experts want to use satellites to find excavation sites in three important regions of the Silk Roads network - around Palmyra in Syria, Merv in Turkmenistan, and the Taklamakan Desert.

ANCIENT CAMEL TRACKS (L. TO R.) LEADING TO OMAN'S LEGENDARY CITY (Photo NASA).

Reading satellite images is a task for a specialist. *"Even the naked eye can't see what can be seen from the grafting together of radar, optical and infrared photos,"* said Pierre Gentelle, of France's National Centre of Scientific Research.

The images are broken into their smallest units, or pixels. In an image taken by the French satellite SPOT covering a 50 square kilometres, for example, a pixel represents a 10 by 10 metre area.

The most spectacular archaeological find using satellite sensing is the ruin of what is believed to be the vanished city of Ubar, a ancient trading centre in Oman renowned for its frankincense. Using an explorer's account from the 1930s as a guide, the American space shuttle photographed an area in southern Arabia in 1984. The images revealed a network of caravan trails, now partly buried under sand dunes, converging on a hamlet called Shisr. Preliminary digging turned up pottery dating back 4,000 years and a structure with eight towers that corresponds with the legend of the city.

A UNITED FRONT

The UNESCO meeting agreed to form a united front in seeking data and advancing digs. *"At all three planned sites there will be negotiations in which UNESCO can be instrumental"* said Silk Roads Project Director Doudou Diene. To begin with, Chinese authorities will be approached for better access to the sensitive Taklamakan Desert.

"This agreement gives us some status in dealing with some of the countries concerned" said Eugene Banks, anthropologist and Director of the Remote Sensing Laboratory at Wake Forest University in North Carolina (USA). Mr. Banks added that satellite companies will also be more open to donating data once they know it is for a *"worthy project"*.

Susumu Yoshitmi of Japan's National Space Development Agency started the ball rolling with a promise that his agency would provide photos of the three study sites to archaeologists working there.

The Silk Roads study has already undertaken four expeditions for scholars along various parts of the ancient east-west trading highway: the Desert Route from Xian to Kashgar (China); the Maritime Route from Venice (Italy) to Osaka (Japan); the Steppe Route across Central Asia; and the Nomad Route in Mongolia. The high-level contacts made along the way will now be approached to help the work of those who want to use space to further their exploration below the ground.

Peter LOWREY

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SLOVAKIA AND THE CZECH REPUBLIC became members of UNESCO in February by signing the Organization's Constitution, deposited with the U.K Government in London. The two become independent states after the dissolution of the Czech and Slovak Federal Republic on December 31 1992. The number of UNESCO's Member States now stands at 171.

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Qi Yude of China, Dhansukh Patel of India and Samdangyn Baatar of Mongolia have been named top prize winners of the ***17th PHOTO CONTEST*** in Asia and the Pacific, organized by the Asian Cultural Centre for UNESCO in Japan. The contest attracted 3,869 works from 21 countries under the theme "Food and People". A travelling exhibition displaying the 110 prize winning works began in Japan in February.

UNESCO SOURCES is a monthly magazine published by the United Nations Educational, Scientific and Cultural Organization. English and French editions are produced at Paris Headquarters; the Spanish and Catalan editions in cooperation with the UNESCO Centre of Catalonia, Mallorca 285, 08037 Barcelona, Spain.

Editor-in-Chief: R. Lafort. **Associate editors**: B. Werther, S. Williams, N. Michaux. **Assistant Managing Editor**: C. Mouillère. **Spanish edition**: E. Kousmou (Barcelona), C. Medrano (Paris). **Lay-out**: G. Traiano, F. Ryan. **Circulation and Secretariat**: D. Maarek.

Photoengraving and printing in UNESCO Workshops. **Distribution** by UNESCO's specialized services.

Publicity: Chloé Communication, Paris. Tel. (1) 43.26.40.66 Fax: (1) 43.54.82.21

LOOKING AHEAD

THE EXECUTIVE BOARD will hold its 141st session from May 10 to 28 and, notably, discuss UNESCO's programme and budget for the 1994-95 Biennium. Under the theme "Culture, Education and work," celebrations centring on the **WORLD DAY FOR CULTURAL DEVELOPMENT** (May 21) include: at Paris Headquarters - a Round Table on "Culture Towards the Third Millenium" and a concert of young artists on May 17, and the unveiling of a monumental fresco (330m²) by the Italian artist Lucio Fanti on May 27; in Oaxaca (Mexico) - a seminar on "Education, Work and Cultural Pluralism" on May 19, 20 and 21; and, on May 20, a special programme at UN Headquarters in New York. - **VESAK 1993**, celebrating the 2617th anniversary of the **BIRTH OF BUDDHA** will be held at Paris Headquarters on May 18. **WORLD ENVIRONMENT DAY** will be celebrated on June 5. The 8th session of the Intergovernmental Committee for Promoting the **RETURN OF CULTURAL PROPERTY** to its Countries of Origin or its Restitution in Case of Illicit Appropriation, will be held in Guatemala City from June 7 to 10. Current and future activities of the **INTERGOVERNMENTAL INFORMATICS PROGRAMME** will be examined at the 8th session of the IIP Intergovernmental Committee, at Headquarters on June 8 and 9. In Santiago (Chile) from June 8 to 11, the 5th session of the Intergovernmental Committee for the Major Project in the field of **EDUCATION IN LATIN AMERICAN AND CARIBBEAN** will take stock of progress and set guidelines for the future. To prepare for the 6th Regional Conference of Ministers of the region (end June), the 7th Session of the Advisory Committee on Regional Co-operation in **EDUCATION IN ASIA AND THE PACIFIC** will take place in Kuala Lumpur (Malaysia) from June 14 to 17. From June 15 to 25 a Round Table on UNESCO's "Youth in Action Network" will bring together **A DOZEN YOUNG PEOPLE** who have initiated and are carrying out innovative projects in their communities.

OUR NEXT ISSUE will focus on the role of UNESCO, in the field of science, but also of education and communication, one year after the World Conference on **ENVIRONMENT AND DEVELOPMENT** (Rio de Janeiro, Brazil, June 1992).

SOURCES